

ELL Stage IV: Grades 6-8

Writing

PROFICIENCY LEVEL DESCRIPTORS

Pre-Emergent

The student writes little or nothing in English. The writing is incomprehensible and/or illegible.

Emergent

The student has limited ability to write in English. The writing may contain correct vocabulary. The writing has serious errors in structure, mechanics and spelling which interfere with meaning.

Basic

The student writes simple sentence structures with basic vocabulary. The writing contains errors in mechanics and spelling which may cause confusion about meaning. The writing lacks a clear organizational structure.

Low Intermediate

The student writing shows evidence of main ideas but lacks adequate supporting details and/or sequencing. Vocabulary is generally appropriate, but lacks variety. The writing contains limited variation of sentence types.

High Intermediate

The student writing shows identifiable main ideas that contain general support. The writing contains a variety of sentence structures and appropriate vocabulary.

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Writing

Standard: The student will express his or her thinking and ideas in a variety of writing genres.						
Writing Applications		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:					
	Narrative	PE-1. illustrating real or imagined events, observations or memories.	E-1. writing simple phrases and/or sentences about real or imagined events, observations or memories.	B-1. writing about real or imagined events, using a sequence of sentences including characters and setting.	LI-1. writing a narrative that includes characters, setting, sensory details and logical sequencing to develop the plot.	HI-1. writing a narrative that includes an engaging plot, developed characters, setting, figurative language, and dialog as appropriate.
		PE-2. N/A	E-2. writing simple rhymes.	B-2. writing simple, formulaic poetry with use of rhythm and rhyme.	LI-2. writing simple poetry using rhythm, rhyme and sensory details.	HI-2. writing simple poetry using various techniques including use of figurative language.
	Expository	PE-3. recording information using non-linguistic representations (e.g. tables and maps) with support.	E-3. organizing information using non-linguistic representations, and/or simple words and phrases (tables and maps).	B-3. summarizing events using topic sentences, main ideas, relevant facts, details, and concluding statements.	LI-3. writing simple reports, based on research, using topic sentences, main ideas, relevant facts, details, and concluding statements.	HI-3. writing essays and reports, based on a synthesis of research, using topic sentences, main ideas, relevant facts, details, and concluding statements.

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The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:						
Writing Applications	Expository	PE-4. visually representing the main idea of varied texts.	E-4. writing a short response that identifies the main idea, characters, and setting of varied texts using simple words and phrases with support.	B-4. writing a summary that identifies the main idea, characters, and setting of varied texts.	LI-4. writing a book report that identifies the main idea, characters, setting, events, and plot of varied texts.	HI-4. writing a book report that reflects on the main idea, characters, setting, events, and plot of varied texts.
		PE-3. visually representing the observations of scientific investigations.	E-3. writing (with support) questions for further inquiry based on a scientific investigation.	B-3. writing original questions and predictions for further inquiry based on the conclusions of a scientific investigation.	LI-3. organizing student collected data (e.g. facts they learn, or procedures they conduct) in appropriate formats.	HI-3. recording hypotheses, reflections, questions, speculations, decisions, and conclusions structured around a scientific investigation.
	Functional	PE-4. writing notes or messages with support. (template, sentence frames)	E-4. writing friendly letters or invitations using simple words and phrases, and completing simple forms, with support.	B-4. writing friendly letters, thank-you notes, messages and invitations that address the audience, stated purpose and context.	LI-4. writing a variety of functional text (directions, recipes) that address the audience, stated purpose and context .	HI-4. writing a formal letter (business letter, letter to the principal or teacher) that presents information purposefully and follows a conventional format.

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Writing Applications	The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:					
	Persuasive	PE-5. using visuals, symbols ,and words that attempt to influence the reader(creating an advertisement).	E-5 writing simple sentences with support to influence the reader.	B-5. writing a persuasive paragraph using facts, ideas and concepts to influence the reader.	LI-5. writing multiple paragraphs of persuasive text which state a clear position, using relevant evidence.	HI-5. writing an essay which states a clear position, convincing arguments and relevant evidence.
	Literary Response	PE-6. using visuals, symbols, and words to make a connection to literary selection.	E-6. writing simple sentences with support to demonstrate a connection to self, world or text.	B-6. writing a paragraph to react to literary selection.	LI-6. writing multiple paragraphs explaining reaction to literary selection.	HI-6: writing an essay explaining reaction to literary selection using examples to support their position.

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Standard English Conventions	Standard: The student will identify and apply conventions of standard English in his or her communications.				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will identify and apply conventions of standard English in his or her written communications by:				
	PE-1. legibly writing numbers, upper and lower case letters of the alphabet.	E-1. writing numbers and letters independently and with directionality (top to bottom, left to right).	B-1. independently writing upper and lower case cursive letters and words (signature) with proper spacing.	LI-1. legibly and independently using cursive writing in sentences (e.g. notes, messages).	HI-1. legibly and independently using cursive writing for academic applications (note taking, drafting).
	PE-2. writing words using appropriate capitalizations (e.g. proper nouns and the pronoun 'I') with support.	E-2. writing words and simple sentences using appropriate capitalization (proper nouns, sentence beginnings) with support.	B-2. writing words and sentences using appropriate capitalization with support (names, dates, holidays, languages, titles, abbreviations, words used as names).	LI-2. writing sentences and simple paragraphs using appropriate capitalization (historical events).	HI-2. writing paragraphs using appropriate capitalization.

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The student will identify and apply conventions of standard English in his or her written communications by:					
Standard English Conventions	PE-3. N/A	E-3. writing simple sentences using appropriate punctuation with support (periods: titles, abbreviations, and ends of sentences; colons to punctuate time, question mark).	B-3. writing sentences using appropriate punctuation (commas: items in a series, introductory words, friendly letters; apostrophes: contractions, exclamation mark).	LI-3. writing sentences and simple paragraphs using appropriate punctuation (apostrophes: possessives, semi-colons, quotation marks: dialogue and titles, business letters)	HI-3. writing paragraphs using appropriate punctuation (quotation marks: direct quotes and exact words from sources)
	PE-4. writing words with short and long vowel sounds, and high frequency words with support.	E-4. writing high frequency words and word families and rhyming words.	B-4. writing using CVC (cat), CCVC (ship), and CVCC (sink) words; r-controlled words (cart, burn), diphthong (out, oil) and digraphs (phone, meat); irregular plurals (children).	LI-4. writing using homonyms, inflectional endings (-ed, -ing, -er), prefixes (pre-, pro-, non-) and suffixes (-al, -ology).	HI-4. writing using common spelling patterns and generalizations to spell words correctly ('i before e', plurals of words ending with 'y', doubling of final consonant).
	PE-5. writing singular common nouns related to self, classroom and home with support.	E-5. writing common and proper nouns.	B-5. writing compound nouns.	LI-5. writing simple sentences using common, proper and compound nouns.	HI-5. writing complex sentences using common, proper and compound nouns.

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Standard English Conventions	The student will identify and apply conventions of standard English in his or her written communications by:				
	PE-6. writing plural common nouns and plural proper nouns.	E-6. writing regular and irregular plural nouns.	B-6. writing count, non-count (mass) and collective nouns.	LI-6. writing simple sentences using count, non-count (mass) and collective nouns.	HI-6. writing complex sentences using count, non-count (mass) and collective nouns.
	PE-7. writing definite and indefinite articles for nouns.	E-7. writing and appropriately using definite and indefinite articles.	B-7. writing simple sentences using definite and indefinite articles.	LI-7. writing compound sentences using definite and indefinite articles.	HI-7. writing complex sentences using definite and indefinite articles.
	PE-8. writing singular possessive common and proper nouns .	E-8. writing plural possessive common and proper nouns.	B-8. writing irregular plural possessive common and proper nouns (children's toys).	LI-8. writing simple sentences using plural and possessive nouns.	HI-8. writing complex sentences using possessive nouns.
	PE-9. transcribing sentences using imperatives (go, stop).	E-9. writing sentences using imperatives.	B-9. writing sentences using affirmative and negative imperatives.	LI-9. writing multiple-step directions using imperatives.	HI-9. writing sentences using imperatives in a socially appropriate manner.
	PE-10. transcribing sentences using the present tense form of "to be" in the affirmative and negative.	E-10. writing sentences using the present tense form of "to be" in the affirmative and negative.	B-10. writing sentences using the past tense form of "to be" in the affirmative and negative.	LI-10. writing sentences using the future tense form of "to be" in the affirmative and negative.	HI-10. writing a variety of sentences and paragraphs using present, past and future tenses of "to be" in the affirmative and negative.

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Standard English Conventions	The student will identify and apply conventions of standard English in his or her written communications by:				
	PE-11. transcribing sentences using the present tense form of "to have" in the affirmative and negative.	E-11. writing sentences using the present tense form of "to have" in the affirmative and negative.	B-11. writing sentences using the past tense form of "to have" in the affirmative and negative.	LI-11. writing sentences using the future tense form of "to have" in the affirmative and negative.	HI-11. writing a variety of sentences and paragraphs using present, past and future tenses of "to have" in the affirmative and negative.
	PE-12. transcribing sentences using the present tense form of "to do" in the affirmative and negative with support.	E-12. writing sentences using the present tense form of "to do" in the affirmative and negative with support.	B-12. writing sentences using the past tense form of "to do" in the affirmative and negative.	LI-12. writing sentences using the future tense form of "to do" in the affirmative and negative.	HI-12. writing a variety of sentences and paragraphs using present, past and future tenses of "to do" in the affirmative and negative.
	PE-13. transcribing sentences using the present tense form of "to go" in the affirmative and negative.	E-13. writing sentences using the present tense form of "to go" in the affirmative and negative.	B-13. writing sentences using the past tense form of "to go" in the affirmative and negative.	LI-13. writing sentences using the future tense form of "to go" in the affirmative and negative.	HI-13. writing a variety of sentences and paragraphs using present, past and future tenses of "to go" in the affirmative and negative.

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Standard English Conventions	The student will identify and apply conventions of standard English in his or her written communications by:				
	PE-14. transcribing sentences using the present progressive tense in the affirmative and negative.	E-14. writing sentences using the present progressive tense in the affirmative and negative.	B-14. writing sentences using the past progressive tense in the affirmative and negative.	LI-14. writing sentences using the future progressive tense in the affirmative and negative.	HI-14. writing a variety of sentences and paragraphs using present, past and future progressive tenses in the affirmative and negative.
	PE-15. N/A	E-15. writing sentences using the irregular past tense in the affirmative and negative (e.g. ran, came, and wrote).	B-15. writing sentences using the irregular past tense in the affirmative and negative (e.g. shook, froze, and drove).	LI-15. writing sentences using the irregular past tense in the affirmative and negative (e.g. left, and swung).	HI-15. writing a variety of sentences and paragraphs using the irregular past tense in the affirmative and negative.
	PE-16. N/A	E-16. N/A	B-16. writing sentences using the present perfect tense in the affirmative and negative.	LI-16. writing sentences using the past perfect tense in the affirmative and negative.	HI-16. writing a variety of sentences and paragraphs using the future perfect tense in the affirmative and negative.
	PE-17. N/A	E-17. N/A	B-17. writing sentences using the irregular present perfect tense in the affirmative and negative.	LI-17. writing sentences using the irregular past perfect tense in the affirmative and negative.	HI-17. writing a variety of sentences and paragraphs using the irregular future perfect tense in the affirmative and negative.

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Standard English Conventions	The student will identify and apply conventions of standard English in his or her written communications by:				
	PE-18. N/A	E-18. N/A	B-18. writing sentences using the present perfect progressive tense in the affirmative and negative.	LI-18. writing sentences using the past perfect progressive tense in the affirmative and negative.	HI-18. writing a variety of sentences and paragraphs using the future perfect progressive tense in the affirmative and negative.
	PE-19. N/A	E-19. N/A	B-19. writing simple and compound sentences using linking verbs of being (e.g. seems, appears), and linking verbs of change (e.g. turned, became, has gone).	LI-19. writing sentences using predicate nominatives and predicate adjectives when using linking verbs. (Batman is a superhero. The Joker is evil.)	HI-19. writing a variety of sentences and paragraphs using linking verbs of being, change, and sensation (e.g. smell, sound, taste, feel).
	PE-20. N/A	E-20. N/A	B-20. writing sentences using modal/auxiliary verbs.	LI-20. writing sentences using negative modal/auxiliary verbs.	HI-20. writing a variety of sentences and paragraphs using modal/auxiliary verbs.
	PE-21. N/A	E-21. N/A	B-21. writing sentences using transitive and intransitive verbs.	LI-21. writing sentences using transitive and intransitive verbs.	HI-21. writing a variety of sentences and paragraphs using transitive and intransitive verbs.
	PE-22. N/A	E-22. N/A	B-22. N/A	LI-22. writing sentences using passive voice.	HI-22. writing a variety of sentences using passive voice.

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The student will identify and apply conventions of standard English in his or her written communications by:						
Standard English Conventions		PE-23. N/A	E-23. N/A	B-23. N/A	LI-23. writing sentences using the passive progressive voice.	HI-23. writing a variety of sentences using the passive progressive voice.
	Parts of Speech/Grammar	PE-24. transcribing color/shape adjectives.	E-24. writing sentences using descriptive / quantifier adjectives.	B-24. writing sentences using proper adjectives.	LI-24. writing sentences using color/shape, descriptive/quantifier adjectives.	HI-24. writing a variety of sentences using color/shape and descriptive/quantifier adjectives.
		PE-25. transcribing size/quantity adjectives.	E-25. writing sentences using sensory/personality adjectives.	B-25. writing sentences using conceptual adjectives.	LI-25. writing sentences using size/quantity, sensory/personality, and conceptual adjectives.	HI-25. writing a variety of sentences using size/quantity, sensory/personality, and conceptual adjectives.
		PE-26. transcribing possessive adjectives.	E-26. writing demonstrative adjectives.	B-26. writing sentences using indefinite adjectives.	LI-26. writing sentences using possessive, demonstrative and indefinite adjectives.	HI-26. writing a variety of sentences using possessive, demonstrative and indefinite adjectives.
		PE-27. transcribing regular adjectives.	E-27. writing sentences using regular comparative adjectives.	B-27. writing sentences using superlative adjectives.	LI-27. writing sentences using comparative and superlative adjectives, and adjectival verbals (e.g. dripping faucet).	HI-27. writing a variety of sentences using comparative and superlative adjectives, and adjectival verbals (dripping faucet).

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The student will identify and apply conventions of standard English in his or her written communications by:						
Standard English Conventions	Parts of Speech/Grammar	PE-28. N/A	E-28. N/A	B-28. writing sentences using present participles and past participles used as adjectives (broken foot, eaten sandwich).	LI-28. writing sentences using complex comparisons (e.g. expensive, more expensive, the most expensive)	HI-28. writing a variety of sentences using complex comparisons.
		PE-29. N/A	E-29. N/A	B-29. writing sentences using common irregular comparatives and superlatives (good, better, best).	LI-29. writing sentences using irregular comparatives and superlatives.	HI-29. writing a variety of sentences using irregular comparatives and superlatives.
		PE-30. N/A	E-30. writing sentences using adjectival adverbs. (adjective + ly beautifully)	B-30. writing sentences using comparative/superlative adverbs. (er,est)	LI-30. writing compound sentences using cause and effect adverbs.	HI-30. writing complex sentences using contrast adverbs.
		PE-31. N/A	E-31. writing sentences using “manner” adverbs. (sadly, proudly)	B-31. writing sentences using comparative/superlative adverbs. (ly)	LI-31. writing compound sentences using comparative/superlative adverbs (ly).	HI-31. writing complex sentences using conditional adverbs.
		PE-32. N/A	E-32. writing sentences using “where” adverbs. (here, there)	B-32. writing sentences using irregular comparative/superlative adverbs.	LI-32. writing compound sentences using irregular comparative/superlative adverbs.	HI-32. writing complex sentences using irregular comparative/superlative adverbs.
		PE-33. N/A	E-33. N/A	B-33. writing sentences using intensifier adverbs. (very, extremely, too)	LI-33. writing compound sentences using intensifier adverbs.	HI-33. writing complex sentences using intensifier adverbs.

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The student will identify and apply conventions of standard English in his or her written communications by:						
Standard English Conventions	Parts of Speech/Grammar	PE-34. N/A	E-34. N/A	B-34. writing sentences using conjunctive adverbs. (also, therefore)	LI-34. writing compound sentences using conjunctive adverbs.	HI-34. writing complex sentences using conjunctive adverbs.
		PE-35. transcribing sentences using personal subjective pronouns.	E-35. writing sentences using personal subjective pronouns. (he, I, you)	B-35. writing sentences using personal objective pronouns. (me, him, it)	LI-35. writing sentences using personal subjective and objective pronouns.	HI-35. writing a variety of sentences using personal subjective and objective pronouns.
		PE-36. N/A	E-36. writing sentences using personal possessive singular pronouns. (my, mine)	B-36. writing sentences using personal possessive plural pronouns. (our, ours)	LI-36. writing sentences using singular and plural possessive pronouns.	HI-36. writing a variety of sentences using singular and plural possessive pronouns.
		PE-37. N/A	E-37. writing sentences using demonstrative pronouns. (this, that, these)	B-37. writing sentences using indefinite pronouns. (all, both)	LI-37. writing sentences using demonstrative and indefinite pronouns.	HI-37. writing a variety of sentences using demonstrative and indefinite pronouns.
		PE-38. N/A	E-38. writing sentences using relative pronouns. (who, that)	B-38. writing sentences using indefinite relative pronouns. (whatever, whomever)	LI-38. writing sentences using relative and indefinite relative pronouns.	HI-38. writing a variety of sentences using relative and indefinite relative pronouns.
		PE-39. N/A	E-39. NA	B-39 writing sentences using reflexive pronouns.(myself, ourselves)	LI-39 writing a variety of sentences using reflexive pronouns.	HI-39 writing a variety of sentences and paragraphs using reflexive pronouns.

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The student will identify and apply conventions of standard English in his or her written communications by:						
Standard English Conventions	Parts of Speech/Grammar	PE-40. N/A	E-40. writing sentences using interrogative pronouns.	B-40. writing sentences using subjective and objective interrogative pronouns. (who, what)	LI-40. writing a variety of sentences using subjective and objective interrogative pronouns.	HI-40. writing a variety of sentences and paragraphs using subjective and objective interrogative pronouns.
		PE-41. N/A	E-41. writing sentences using prepositions of location, direction, and time.	B-41. writing sentences using prepositions of exception. (despite, except)	LI-41. writing sentences using cause and effect prepositions.	HI-41. writing variety of sentences using prepositions of: location, direction, time, exception, cause and effect, and contrast.
		PE-42. N/A	E-42. writing sentences using prepositions of action and movement.	B-42. writing sentences using prepositions of opposition. (before, after, off, on)	LI-42. writing sentences using compound prepositions. (in front of, next to, on top of)	HI-42. writing variety of sentences using prepositions of action, movement, opposition, and compound prepositions.
		PE-43. N/A	E-43. writing sentences using coordinating conjunctions (and, or, but, yet).	B-43. writing sentences using co-relative conjunctions (both...and, either...or).	LI-43. writing sentences using subordinating sequence conjunctions (therefore), and cause and effect conjunctions (because, as, since).	HI-43. writing a variety of sentences using contrasting conjunctions (although, whereas, while).
		PE-44. N/A	E-44. writing one-word interjections.	B-44. writing sentences using interjections.	LI-44. writing compound sentences using interjections.	HI-44. writing complex sentences using interjections.

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The student will identify and apply conventions of standard English in his or her written communications by:						
Standard English Conventions	Sentence construction	PE-45. writing sentences with noun phrases with support. (The big dog barks.)	E-45. writing sentences with double noun phrases (school schedule; kitchen table)	B-45. writing sentences using a participial phrase.(Studying all night, the student passed the test.)	LI-45. writing sentences using gerund phrases. (Walking to school is a healthy activity.)	HI-45. writing sentences using subordinating conjunctions in introductory clauses. (While walking to the cafeteria, I found a dollar.)
		PE-46. writing sentences with verb phrases with support . (He walks fast. He always talks.)	E-46. writing sentences with demonstrative pronouns.(this boy, that teacher)	B-46. writing sentences using special adverbs plus adjectives.(too hot, old enough, very cold)	LI-46 writing sentences using interjections.(Ouch! That hurt!)	HI-46. writing sentences using nonrestrictive clauses using who/which.(Jack, who is tall, plays basketball.)
		PE-47. writing sentences with joined noun phrases with support. (The boy and the girl walked home.)	E-47. writing sentences with joined adjective phrases.(The ball is red and blue.)	B-47. writing compound sentences. (I like soccer, but he likes baseball.)	LI-47. writing sentences with restrictive clauses using “that”. (The dog that ran away, was found.)	HI-47. writing complex sentences using adverb clauses.(Because he stayed up all night, he fell asleep in class.)
		PE-48. writing sentences with joined verb phrases with support. (James Bond ran and jumped.)	E-48. writing sentences with infinitive verb phrases.(James Bond likes to drive fast cars.)	B-48. writing sentences using absolute phrase/nominative absolute. (His face sweating, James Bond, leaped through the fire.)	LI-48. writing sentences with adjective clauses.(James Bond, who is a spy, saved the world.)	HI-48. writing sentences with adverbial clauses.(When James Bond was a little boy, he dreamed of being a secret agent.)

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Standard English Conventions	The student will identify and apply conventions of standard English in his or her written communications by:					
	Sentence construction	PE-49. N/A	E-49. writing sentences with “when” adverbial phrases. (After the dance, he waltzed down the street.)	B-49. writing sentences using linking verbs plus noun/adjective complement.(The school dance was boring.)	LI-49. writing compound sentences using linking verbs plus noun/adjective complement.(The school dance was boring, and the music was lame.)	HI-49. writing complex sentences using linking verbs plus noun/adjective complement.(Although the school dance was painfully boring, I stayed until the bitter end.)
		PE-50. N/A	E-50. writing sentences with modal auxiliary verb phrases. (Moose can talk to Squirrel.)	B-50. writing sentences using noun clauses. (Moose and Squirrel outwitted the foreign spies.)	LI-50. writing compound sentences using noun clauses. (Moose rescued Squirrel, but he could not capture the foreign spies.)	HI-50. writing complex sentences using noun clauses.(After Moose rescued Squirrel, the foreign spies fled.)
		PE-51. N/A	E-51. writing sentences with single subject and verb agreement. (Batman flies.)	B-51. writing sentences demonstrating verb agreement with irregular nouns. (Batman flew.)	LI-51. writing sentences demonstrating pronoun agreement with generic nouns. (Doctors write prescriptions for their patients.)	HI-51. writing sentences using relative pronoun agreement. (The chef who won the competition studied in Paris.)
		PE-52. N/A	E-52. writing sentences with compound subjects and verb agreement. (Batman and Robin are superheroes.)	B-52. writing sentences demonstrating verb agreement with collective nouns. (The world is my playground.)	LI-52. writing sentences demonstrating pronoun agreement with indefinite pronouns. (Everyone loves holidays.)	HI-52. writing sentences using "who" versus "whom" (who for subject/whom for direct object). (For whom does the bell toll?)

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Standard English Conventions	The student will identify and apply conventions of standard English in his or her written communications by:					
	Sentence construction	PE-53. N/A	E-53. N/A	B-53. writing sentences with pronoun-antecedent agreement. (Luke Skywalker lost his lightsaber.)	LI-53. writing compound sentences with pronoun-antecedent agreement. (Luke Skywalker lost his lightsaber and Darth Vader found it.)	HI-53. writing complex sentences using pronoun-antecedent agreement. (After he lost his lightsaber, Luke Skywalker used his blaster.)
		PE-54. writing single word question inflections. (What?)	E-54. writing interrogative questions with "to be". (What is your name?)	B-54 . writing sentences turning a Yes/No question into a noun clause. (Is your name Bond? Yes, my name is Bond, James Bond.)	LI-54 writing questions with "to be" + "there" + subject + preposition + noun. (Is there homework in your class?)	HI-54. writing noun clauses with question words. (Whatever happened to the Anasazi?)
		PE-55. writing Yes/No questions with "to be".(Are you tired?)	E-55. writing simple present tense questions with "to be".(Is that the bathroom?)	B-55. writing interrogative questions in the simple past tense with "to be". (Was that the bathroom?)	LI-55. writing questions using simple future tense with "to be". (Will there be a bathroom?)	HI-55. writing questions using simple present, past and future tenses appropriately.
		PE-56 N/A	E-56. writing Yes/No questions using present progressive questions ("to be" + subject + "-ing" verb) (Are you running?)	B-56. writing past progressive tense questions.(Were you running?)	LI-56. writing questions using future progressive tense questions.(Will you be running?)	HI-56. writing questions using present progressive, past progressive and future progressive tense questions.

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Sentence construction	The student will identify and apply conventions of standard English in his or her written communications by:					
	Sentence construction	PE-57. N/A	E-57. writing modal auxiliaries in questions.(Can you peel an apple?)	B-57. writing questions using indefinite pronouns.(Where is everyone?)	LI-57. writing questions with contractions.(Don't you want to go?)	HI-57. writing questions using past unreal conditional tense. (If you won the lottery, what would you do?)
		PE-58. N/A	E-58. writing present progressive tense questions. (Where are you going?)	B-58. writing past progressive tense questions.(Where were you going?)	LI-58. writing future progressive tense questions.(Where will you be going?)	HI-58. writing questions using present progressive, past progressive and future progressive tense questions.
		PE-59. N/A	E-59. writing present perfect progressive tense questions. (Where have you been going every night at 6:00?)	B-59. writing past perfect progressive tense questions. (Where had you been going before you were grounded?)	LI-59. writing future perfect progressive tense questions. (How long will you have been going to school at the end of this year?)	HI-59. writing questions using the irregular present perfect tense in the affirmative and negative.(How many rules have you broken this semester?)
		PE-60. writing an oral "fill-in the blank" sentence ("I am____")	E-60. writing a sentence with "there" + "to be" + subject + preposition + object ("There is a ball in the room.")	B-60. writing habitual past (repeated action) sentences (when+simple past..+comma+"would"+simple present (When I was a boy, I would go to the forest.)	LI-60. writing sentences using present unreal conditional tense (If+simple past..would+verb.) (If I were rich, I would travel.)	HI-60. writing compound-complex sentences using present unreal conditional with modal auxiliaries (if+simple past..would/could modal auxiliary (If I were rich, I would travel and my mother would take care of my pets.)

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Sentence construction	The student will identify and apply conventions of standard English in his or her written communications by:					
	Sentence Construction	PE-61. writing sentences using a pronoun + "to be" + noun ("He is a student.")	E-61. writing sentences with "not" + "to be" ("I am not hungry.")	B-61. writing intransitive sentences ("The bus arrived.")	LI-61. writing sentences using present habitual tense ("If it rains, I have my umbrella.")	HI-61. writing sentences with the present future conditional tense ("If it snows, I will go skiing.")
		PE-62. writing a sentence using a noun + "to be" + noun ("A duck is a bird.")	E-62. writing sentences with subject + linking verb + adjective ("The food smells delicious.")	B-62. writing sentences using reflexive pronouns ("I feel myself getting sick.")	LI-62. writing sentences using interjections ("Ouch, that hurt.")	HI-62. writing subjunctive sentences ("Jack recommended that Jill stop.")
		PE-63. writing a sentence using a noun + "to be" + adjective ("The ball is round.")	E-63. writing sentences with subject + present progressive + object pronoun ("I am watching you.")	B-63. writing habitual past "state of being" (I used to live in Utah.)	LI-63. writing a compound sentence: Independent clause+conjunction+independent clause (Jack likes baseball and Jill likes baseball players.)	HI-63. writing complex sentences (Independent clause + dependent clause)(When Jack fell down, he broke his crown.)
		PE-64. N/A	E-64. writing sentences using a plural noun + "to be" + plural noun ("Ducks are birds.")	B-64. writing sentences using "frequency" adverbs with "to be" ("Jack is always hungry.")	LI-64. writing transitive sentences ("Jack broke the chair.")	HI-64. writing sentences with a subordinate clause+comma+main clause (Because he is hungry, Jack is always eating.)

ELL Stage IV: Grades 6-8

Writing

Sentence construction	The student will identify and apply conventions of standard English in his or her written communications by:					
	Sentence Construction	PE-65. N/A	E-65. writing sentences using a noun + "to be" + preposition + noun ("The apple is on the table.")	B-65. writing imperative sentences ("Sit down.")	LI-65. writing active sentences ("I took the ball from Jack.")	HI-65. writing sentences with a main clause+a subordinate clause ("Jack answered because Jill asked him.")
		PE-66. N/A	E-66. writing sentences with subject + past progressive + preposition + object pronoun (I was listening to you.)	B-66. writing simple sentences (one independent clause: Jill climbed a hill.)	LI-66. writing sentences using "frequency" adverbs with simple present verbs (Jack always talked.)	HI-66. writing compound sentences (independent clause + conjunction + independent clause) (Jill always talked, but Jack never listened.)
		PE-67. N/A	E-67. N/A	B-67. N/A	LI-67 writing simple sentences using passive voice (The book was written by Cervantes.)	HI-67. writing compound sentences using the passive voice. (The cotton gin was invented by Eli Whitney and the light bulb was invented by Thomas Edison.)

ELL Stage IV: Grades 6-8

Writing

Writing Process	Standard: Students use the steps of the writing process as a writing piece moves toward completion.				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:				
	PE-1. visually recording ideas during group pre-writing activities (webbing, listing, using pictures).	E-1. generating and organizing ideas, with support, during pre-writing activities.	B-1. generating ideas independently, and organizing a record for pre-writing.	LI-1. generating ideas independently, and maintaining a record for pre-writing.	HI-1. generating ideas independently, and maintaining and evaluating a record for pre-writing.
	PE-2. creating a group draft, scripted by the teacher, to plan writing.	E-2. creating an independent draft, with support, from pre-writing activities.	B-2. using a pre-writing plan (graphic organizer, KWL chart, log) to develop a draft with main ideas.	LI-2. analyzing a pre-writing plan (graphic organizer, KWL chart, log) to develop a draft with main ideas.	HI-2. evaluating a pre-writing plan (graphic organizer, KWL chart, log) to develop a draft with main ideas.
	PE-3. revising an original group draft, scripted by the teacher, adding additional details for clarity.	E-3. evaluating the draft with assistance of peers, checklists, or rubrics, and add details for clarity.	B-3. Identifying and applying tools (resources and reference materials), or strategies (peer review, rubrics), to rearrange and modify words, sentences, and paragraphs in order to clarify meaning.	LI-3. applying appropriate tools (resources and reference materials), or strategies (peer review, rubrics), to rearrange and modify words, sentences, and paragraphs in order to clarify meaning.	HI-3. applying appropriate tools (e.g. resources and reference materials), or strategies (peer review, rubrics), to rearrange and modify words, sentences, and paragraphs in order to clarify meaning.

ELL Stage IV: Grades 6-8

Writing

Writing Process	Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:				
	PE-4. using the draft, identify beginning of sentence capitalization and ending punctuation with support.	E-4. using the draft, correct basic punctuation errors with support.	B-4. using the draft, identify and correct basic punctuation errors.	LI-4. using the draft, identify and correct errors in conventions (sentence structure, spelling, capitalization and punctuation) with support.	HI-4. using the draft, identify and correct errors in conventions (sentence structure, spelling, capitalization and punctuation).
	PE-5. presenting writing in a visual format (collages, labeling, captioning posters, multimedia).	E-5. presenting writing in a simple text format (simple sentences, two to three word phrases).	B-5. presenting writing in a format appropriate to audience and purpose (oral presentations, timelines, paragraphs, manuscripts, multimedia).	LI-5. presenting writing, related to a content area, in a format appropriate to audience and purpose.	HI-5. presenting writing, related to a content area, in a format appropriate to audience and purpose, within a set time period.

ELL Stage IV: Grades 6-8

Writing

Standard: The student will integrate elements of effective writing to develop engaging and focused text.						
Writing Elements		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:					
	IDEAS / CONTENT	PE-1. Using labels, captions or pictures to convey meaning.	E-1. Writing text with support that expresses a clear general message.	B-1. Writing text that incorporates details.	LI-1. Writing clearly focused text that incorporates relevant details.	HI-1. Writing clearly focused text suited to an audience and purpose with relevant supporting details.
	ORGANIZATION	PE-2. Organizing content (e.g. captions or pictures) into a selected format that demonstrates sequencing (beginning, middle and end).	E-2. Writing simple sentences to support a main idea.	B-2. Writing a paragraph, focused on a topic, that includes details, clear sequencing, and transitional words and phrases to connect ideas.	LI-2. Writing paragraphs with a logical organizing principle, transitions and relevant supporting details.	HI-2. Writing paragraphs that use a structure that fits the type of writing, smooth and effective transitions and a conclusion that provides a sense of resolution.
	VOICE	PE-3. N/A	E-3. N/A	B-3. Writing a paragraph using selected words that convey intended meaning.	LI-3. Writing paragraphs using language appropriate to the audience and purpose (formal vs. informal).	HI-3. Writing paragraphs showing an awareness of audience and appropriate to the topic and type of writing.

ELL Stage IV: Grades 6-8

Writing

The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:						
Writing Elements	WORD CHOICE	PE-4. N/A	E-4. Selecting appropriate words to create simple sentences to support a main idea.	B-4. Writing a paragraph using expressive and descriptive words that convey the intended meaning.	LI-4. Writing paragraphs using phrases that convey intended meaning and style.	HI-4. Writing paragraphs using original, varied and natural word choices, including literal and figurative language.
	SENTENCE FLUENCY	PE-5. Writing simple sentences, with support.	E-5. Writing simple sentences.	B-5. Writing simple and compound sentences that flow together and sound natural.	LI-5. Writing paragraphs using simple and compound sentences that vary in their beginnings, lengths, and patterns to enhance the flow of the writing.	HI-5. Writing paragraphs using simple, compound and complex sentences that vary in their beginnings, lengths, and patterns to enhance the flow of the writing.

ELL Stage IV: Grades 6-8

Writing

Research	Standard: The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.					
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks as evidenced by the following:					
	FROM WRITING APPLICATIONS - EXPOSITORY	PE-1. recording information using non-linguistic representations (tables and maps) with support.	E-1. organizing information using non-linguistic representations, and/or simple words and phrases (tables and maps).	B-1. summarizing events using topic sentences, main ideas, relevant facts, details, and concluding statements.	LI-1. writing simple reports, based on research, using topic sentences, main ideas, relevant facts, details, and concluding statements.	HI-1. writing essays and reports, based on research, using topic sentences, main ideas, relevant facts, details, and concluding statements.
		PE-2. visually representing the observations of scientific investigations.	E-2. writing (with support) questions for further inquiry based on a scientific investigation.	B-2. writing original questions and predictions for further inquiry based on the conclusions of a scientific investigation.	LI-2. organizing student collected data (facts they learn, or procedures they conduct) in appropriate formats.	HI-2. recording hypotheses, reflections, questions, speculations, decisions, and conclusions structured around a scientific investigation.
		PE-3: listing resources by title.	E-3: listing resources by author and title.	B-3: listing resources using a consistent format.	LI-3: list resources using a consistent format and quote information, supplying citations.	HI-3: quote or paraphrase information sources, supplying citations.

ELL Stage IV: Grades 6-8

Writing

The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks as evidenced by the following:						
Research	FROM WRITING APPLICATIONS - EXPOSITORY	PE-4: N/A.	E-4: using teacher created scaffolding to insert information from one source.	B-4: paraphrase information from at least one source.	LI-4: paraphrase information from a variety of sources.	HI-4: paraphrase and integrate information from a variety of sources, distinguishing between relevant and/or extraneous information.
		PE-5: N/A	E-5: using teacher created scaffolding to insert objective or purpose of the project.	B-5: produce and present group reports including: understanding the purpose of the project and assigning research tasks.	LI-5: produce and present group reports including: summarizing the purpose of the project, reaching consensus regarding the research findings and assigning research tasks.	HI-5: produce and present group reports including: summarizing the purpose of the project, reaching consensus regarding the research findings, and setting and meeting timelines.